

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.7.1 WIDA: 2 Reading Speaking	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		Read to cite <u>explicit</u> textual evidence to support analysis of a short story <i>using visually supported text and graphic organizers</i> .		VU: Cite, textual evidence, quote, direct and indirect quotes, explicit
					LFC: Quoted/reported speech
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite the textual evidence from short stories in L1 and/or match phrase citations from appropriately leveled text to visual representations.	Read to cite the textual evidence from short stories in L1 and/or match sentence citations from appropriately leveled text to visual representations.	Read to cite the textual evidence from adapted short stories which use simple related sentences and key content vocabulary.	Read to cite the textual evidence from short stories in grade 6-7 text level band. Use some content based vocabulary in complete sentences with emerging complexity.	Read to cite the textual evidence from short stories in grade level texts. Use content based vocabulary in detailed sentences of varying length and complexity.
Learning Supports	Outline (completed) Think-pair-share (Partner Work) Word Wall Visuals L1 support Phrase citations Graphic Organizer	Outline (partially completed) Think-pair-share (Partner Work) Visuals L1 support Sentence citations Graphic Organizer	Outline (partially completed) Think-pair-share (Partner Work) Graphic Organizer	Outline	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: RL.7.1 WIDA: 2 Reading Speaking	Cite several pieces of textual evidence to support analysis of what the text says implicitly in grade 7 text(s)		<u>Read to cite</u> implicit textual evidence to support analysis of a literary text <i>using visually supported text and graphic organizers</i> .		VU: Inference, conclusion, judgment
					LFC: Language of citation (for example, according to, the author explains)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite evidence of what is inferred from grade-level short stories in L1 and/or by matching phrase citations from appropriately leveled text to visual representations.	Read to cite evidence of what is inferred from grade-level short stories in L1 and/or by matching sentence citations from appropriately leveled text to visual representations.	Read to cite inferential evidence from adapted grade level short stories. Use key content based vocabulary in simple sentences which may include errors.	Read to cite implicit textual evidence from short stories in the grade 6-7 text level band. Use some content based vocabulary in complete sentences with emerging complexity.	Read to cite evidence of what is inferred from grade-level short stories. Use content based vocabulary in detailed sentences of varying lengths and complexity.
Learning Supports	Study guide Adapted Text Visuals Word Wall Partner Work L1 support Graphic Organizer	Study guide Adapted Text Visuals Word Wall Partner Work L1 support Sentence citations Graphic Organizer	Study guide Adapted Text Word Wall Partner Work Graphic Organizer	Study guide Partner Work	Study guide

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RL7.2 WIDA: 2 Reading Speaking Writing	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		<u>Read and identify</u> the theme of a text and provide a written summary that explains three developments of the theme <i>using a plot diagram in a small group</i> .		VU: Theme, literary terms (setting, character, plot, conflict, climax, resolution) summary
					LFC: Modals; Compound tense (tense progression)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and identify the theme from a given plot summary and provide a written summary of the grade level text in L1. And/or read to identify the theme of an appropriately leveled text locating the central idea from a list of single words and pictures.	Read and identify the theme from a given plot summary and provide a written summary of the grade level text in L1. And/or read to identify the theme of an appropriately leveled text locating the central idea from a list of short phrases.	Read and identify the theme from a given plot summary and provide a written summary of the short story from an adapted grade 6-7 text level band. Use key content based vocabulary in simple sentences which may include errors but they do not obscure meaning.	Read and identify the theme from a given plot summary and provide a written summary of the short story from the grade 6-7 text level band. Use complete sentences of emerging complexity with some content based vocabulary.	Read and identify the theme from a given plot summary and provide a written summary of the grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Plot diagram (completed) Triads or Small Groups Word Wall List of single words Visuals L1 support	Plot diagram (partially completed) Triads or Small Groups Word Wall List of phrases Visuals L1 support	Plot diagram (partially completed) Triads or Small Groups Word Wall	Plot diagram Triads or Small Groups	Plot diagram Triads or Small Groups

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 CCSS: RL 7.3 WIDA: 2 Reading Speaking	Analyze how particular elements of a story interact (e.g., how setting shapes the characters) in 7th grade text(s).		<u>Read and analyze</u> the interaction of the elements of a story <i>with a cause/effect graphic organizer and think-aloud</i> .		VU: Literary terms, questions words, analysis, dialogue
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching word citations from appropriately leveled text to visual representations or drawing the setting and writing a single word about character.	Read and analyze explicit textual evidence showing how setting shapes the character in L1 and/or by matching sentence citations from appropriately leveled text to visual representations.	Read and analyze explicit textual evidence showing how setting shapes the character from an adapted short story. Use key content based vocabulary in simple sentences which may include errors.	Read and analyze explicit textual evidence showing how setting shapes the characters from short stories at the grade 6-7 text level band. Use complete sentences of emerging complexity with some content based vocabulary.	Read and analyze explicit textual evidence of how the setting shapes the characters from a grade-level short story. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Think Aloud Graphic Organizer Word Wall Visuals Word citations L1 support Illustrations/Diagrams/Drawings	Think Aloud Graphic Organizer Word Wall Visuals Sentence citations L1 support	Think Aloud Graphic Organizer Word Wall	Think Aloud Graphic Organizer	Think Aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 CCSS: RL.7.3 WIDA: 2 Reading Speaking	Analyze how particular elements of a story interact (e.g., how setting shapes the plot) in 7th grade text(s).		<u>Read and analyze</u> how setting shapes the plot of a short story <i>using a graphic organizer and think aloud</i> .		VU: Literary elements: plot, setting, conflict
					LFC: Present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze explicit textual evidence showing how setting shapes the plot in L1 and/or by matching word citations from appropriately leveled text to visual representations or drawing the setting and writing a single word about the plot.	Read and analyze explicit textual evidence showing how setting shapes the plot in L1 and/or by matching sentence citations from appropriately leveled text to visual representations.	Read and analyze explicit textual evidence of how setting shapes plot from an adapted short story. Use key content based vocabulary in simple sentences which may include errors.	Read to analyze explicit textual evidence of how setting shapes plot from a short story at the grade 6-7 text level band. Use some content based vocabulary in complete sentences with emerging complexity.	Read and analyze explicit textual evidence of how setting shapes plot from grade level short stories. Use content based vocabulary in detailed sentences of various lengths and complexity.
Learning Supports	Think Aloud Plot diagram Word Wall Visuals Word citations L1 support Graphic Organizer Illustrations/Diagrams/Drawings	Think Aloud Plot diagram Word Wall Visuals Sentence citations L1 support Graphic Organizer	Think Aloud Plot diagram Word Wall Graphic Organizer	Think Aloud Plot diagram	Think Aloud

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 CCSS: RL.7.4 WIDA: 2 Reading Speaking	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		<u>Read to identify and interpret</u> the meaning of figurative and connotative language <i>by highlighting/markng the text with a partner.</i>		VU: Alliteration, rhyme, simile, metaphor
					LFC: Descriptive verbs and adjectives, imagery
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify and interpret the meaning of figurative and connotative language in L1 and/or identify common figurative language words or phrases in an appropriately leveled text by matching words to pictures or drawings.	Read to identify and interpret the meaning of figurative and connotative language in L1 and/or read to identify poetic devices in an appropriately leveled text by matching short phrases to the correct category.	Read to identify and interpret the meaning of figurative and connotative language in adapted short stories at the grade 6-7 text level band. Use key content based vocabulary in simple sentences which may include errors.	Read to identify and interpret the meaning of figurative and connotative language in short stories at the grade 6-7 text level band. Use some content based vocabulary in complete sentences with emerging complexity.	Read to identify and interpret the meaning of figurative and connotative language in grade level short stories. Use content based vocabulary in detailed sentences with varying lengths and complexity.
Learning Supports	Reference sheet with examples of poetic devices Marking the text Figurative language Word Wall L1 support Words or short phrases of figurative language Visuals	Reference sheet with examples of poetic devices Marking the text Figurative language Word Wall L1 support Short phrases of figurative language Visuals	Reference sheet with examples of poetic devices Marking the text Figurative language Word Wall	Reference sheet with examples of poetic devices Marking the text	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 CCSS: RL.7.5 WIDA: 2 Reading Speaking	Analyze how a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		<u>Analyze</u> how a poem's form contributes to its meaning <i>using a core analysis frame.</i>		VU: Content, structure, analysis, critique
					LFC: Pronoun usage, identifying subjects
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze how the form of a grade level poem contributes to its meaning in L1 and/or analyze an appropriately leveled poem's form by telling how a concrete, or shape, poem reinforces the meaning using single words and pictures.	Analyze how the form of a grade level poem contributes to its meaning in L1 and/or analyze an appropriately leveled poem by illustrating the meaning of simple poetic forms (simile, metaphor, imagery) using short phrases and pictures.	Analyze how the form of a poem at an adapted grade 6-7 text level band, contributes to its meaning. Use key content based vocabulary in simple sentences which may include errors.	Analyze how the form of a poem at a grade 6-7 text level band, contributes to its meaning. Use some content based vocabulary in complete sentences of emerging complexity.	Analyze how the form of a grade level poem contributes to its meaning. Use content based vocabulary in detailed sentences of varying lengths and complexity.
Learning Supports	Analysis frame poetry Triads or Small Groups Word Wall L1 support Pictures/Photographs	Analysis frame poetry Triads or Small Groups Word Wall L1 support Short phrases Pictures/Photographs	Analysis frame poetry Triads or Small Groups Word Wall	Analysis frame poetry Triads or Small Groups	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 CCSS:RL.7.6 WIDA: 2 Reading Speaking	Analyze how an author develops the points of view of different characters or narrators in a 7th grade text.		<u>Read and analyze</u> how an author develops the characters' different points of view in a short story <i>using Mind Mirror graphic organizers</i> .		VU: Point of view, objective, narration
					LFC: First person voice, third person voice (subject, personal, object, possessive, reflexive pronouns)
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and analyze how an author develops the characters' different points of view in L1 and/or identify different characters' points of view with prompting and support by answering direct questions about how a character from an illustrated, adapted short story thinks and feels.	Read and analyze how an author develops the characters' different points of view in L1 and/or identify different characters' points of view of presenting matched textual examples to interpretations from an illustrated, adapted short story.	Read and analyze how an author develops the characters' different points of view in an adapted text and present the analysis. Use complete sentences of emerging complexity with some content based grade level vocabulary during their presentations.	Read and analyze how an author develops the characters' different points of view in a grade level 6-7 text and present the analysis. Use complete sentences of emerging complexity with some content based grade level vocabulary during their presentations.	Read and analyze how an author develops the characters' different points of view in a grade level text and present the analysis. Use detailed sentences of varying length and complexity with content based grade level vocabulary during their presentations.
Learning Supports	Mind Mirror Graphic Organizer (completed) Word Wall L1 support Choice questions Visuals	Mind Mirror Graphic Organizer (partially completed and guided) Word Wall L1 support Wh-questions Sentence Frames	Mind Mirror Graphic Organizer (guided) Word Wall	Mind Mirror Graphic Organizer	Mind Mirror Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 CCSS: RL.7.6 WIDA: 2 Reading Speaking Writing	Analyze how an author contrasts the points of view of different characters or narrators in a 7th grade text.		<u>Examine</u> how an author contrasts characters' points of view in short stories <i>using a graphic organizer and "social networking"</i> .		VU: Contrast, perspective, omniscient, opinion, first-person
					LFC: Transition words, tense variety and aspect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Examine how an author contrasts characters' points of view in adapted short stories and create a fictional Facebook profile with postings from different characters in L1 and/or match simple sentences to character statements using an illustrated, adapted short story. Post sentences on fictional Facebook page	Examine how an author contrasts characters' points of view in short stories and create a fictional Facebook profile with postings from different characters in L1 and/or identify different points of view from an illustrated, adapted short story and complete sentence frames with short phrases and post on fictional Facebook page.	Examine how an author contrasts characters' points of view in adapted short stories and create a fictional Facebook profile with postings from different characters using key content based vocabulary in simple sentences which may include errors.	Examine how an author contrasts characters' points of view in short stories from grade 6-7 text level band and create a fictional Facebook profile with postings from a different characters using complete sentences of emerging complexity with some content based vocabulary.	Examine how an author contrasts characters' points of view in grade level short stories and create a fictional Facebook profile with postings from a variety of characters using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Fictional Facebook profiles Partner Work T-chart Word Wall L1 support Visuals Simple sentences	Fictional Facebook profiles Partner Work T-chart Word Wall L1 support Sentence Frames Visuals	Fictional Facebook profiles Partner Work T-chart Word Wall	Fictional Facebook profiles Partner Work T-chart	Fictional Facebook profiles Partner Work

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 CCSS: RL.7.7 WIDA: 2 Reading Speaking Writing	Compare and contrast a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		<u>Compare and contrast</u> two forms of a modified illustrated story (print and digital) by examining the techniques of each format <i>using a</i> Venn diagram.		VU: Similarly, likewise, however, in addition, film terms: lighting, sound, angle, focus, compare and contrast
					LFC: Past tense, antonyms
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast two forms of a short story (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques in L1 and/or compare and contrast two forms of a modified, illustrated story (print and digital) by completing a Venn diagram with key single vocabulary words.	Compare and contrast two forms of a short story (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques in L1 and/or compare and contrast two forms of a modified illustrated story (print and digital) by completing a Venn diagram with short phrases and key vocabulary.	Compare and contrast two forms of an adapted short story (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques. Use key content based vocabulary in simple sentences which may include errors.	Compare and contrast two forms of a short story (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques. Use complete sentences of emerging complexity with some content based vocabulary.	Compare and contrast two forms of a grade level short story (print and digital) and write an essay that meets grade level expectations. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Venn Diagram (partially completed) Teacher guidance Partner Work Word Wall L1 support	Venn Diagram (partially completed) Essay template with Sentence Frames Partner Work Word Wall L1 support	Venn Diagram for prewriting Essay template Partner Work Word Wall	Venn Diagram for prewriting Essay template	Venn Diagram for prewriting

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 CCSS: RL.7.7 WIDA: 2 Reading Speaking	Compare and contrast a poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		<u>Compare and contrast</u> two forms of a poem (print and digital) by examining the techniques of each format <i>using a graphic organizer</i> .		VU: Diction, volume, pitch, intonation, accent, annunciation, rhythm
					LFC: Pattern, present tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast two forms of a poem(print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques in L1 and/or compare and contrast two forms of a modified, illustrated story (print and digital) by completing a Venn diagram with key single vocabulary words.	Compare and contrast two forms of a poem (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques in L1 and/or compare and contrast two forms of a modified illustrated story (print and digital) by completing a Venn diagram with short phrases and key vocabulary.	Compare and contrast two forms of an appropriately leveled poem (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques. Use key content based vocabulary in simple sentences which may include errors.	Compare and contrast two forms of a poem (print and digital) at the grade 6-7 text level band and write a structured essay that examines techniques. Use complete sentences of emerging complexity with some content based vocabulary.	Compare and contrast two forms of a grade level poem (print and digital) and write an essay that meets grade level expectations. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Venn Diagram (partially completed) Teacher guidance Partner Work Word Wall L1 support	Venn Diagram (partially completed) Essay template with Sentence Frames Partner Work Word Wall L1 support	Venn Diagram for prewriting Essay template Partner Work Word Wall	Venn Diagram for prewriting Essay template	Venn Diagram for prewriting

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 CCSS: W.7.3b WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.		Write a personal narrative that includes dialogue <i>using a digital storytelling program (such as storybird.com)</i>		VU: Parts of a story: introduction, development, conflict, conclusion, cell, frame, dialogue
					LFC: Using quotations
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative with well-developed dialogue to describe the events in L1 and/or write a narrative by ordering a set of images and writing single words to complete cloze sentences which includes dialogue.	Write a narrative with well-developed dialogue to describe the events in L1 and/or write a narrative by ordering a set of images and writing phrases to complete a sentence framed paragraph which includes dialogue.	Write a narrative by ordering a set of images and writing simple sentences with key content based grade level vocabulary to describe the events. Include short forms of dialogue in three frames of the story. Writing may include errors.	Write a narrative by ordering a set of images to describe the events. Include dialogue in four or more frames of the story. Use complete sentences with emerging complexity and some content based grade level vocabulary.	Write a narrative with well-developed dialogue to describe the events. Use detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Digital storytelling program (Technology) Writing diamond (completed) Partner Work Word Wall L1 support Cloze sentence	Digital storytelling program (Technology) Writing diamond (partially completed) Partner Work Word Wall L1 support Sentence Frames	Digital storytelling program (Technology) Writing diamond Partner Work Word Wall	Digital storytelling program (Technology) Writing diamond	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 CCSS: W.7.3d. WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.		<u>Write narratives</u> to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language <i>using a graphic organizer</i>		VU: Foreshadowing, flashback, sensory words, synonyms
					LFC: Past tense, irregular past
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narrative in L1 and/or single word captions in English with key content based vocabulary, descriptive details, and sensory language.	Write narrative in L1 and/or short, phrases under captions in English with key content based vocabulary, descriptive details and sensory language.	Write short paragraph narrative in simple sentences with some errors that do not interfere with meaning, descriptive details, sensory language and key content based grade level vocabulary.	Write a multiple paragraph narrative in complete sentences of emerging complexity with precise words, descriptive details, sensory language and some content based grade level vocabulary.	Write a narrative in detailed sentences of varying lengths and complexity with precise words, descriptive details, sensory language and content based grade level vocabulary.
Learning Supports	Sensory details chart Writing diamond Word Wall Visuals Phrase captions Gestures L1 support	Sensory details chart Writing diamond Word Wall Visuals Phrase captions L1 support	Sensory details chart Writing diamond Word Wall Bilingual Dictionary	Sensory details chart Writing diamond Bilingual Dictionary	Sensory details chart Writing diamond Bilingual Dictionary

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 W.7.3a. WIDA: 2 Writing	Write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		<u>Write a narrative</u> to develop real or imagined experiences or events using well-structured event sequences and clearly defined point of view <i>using a writing diamond</i> .		VU: Point of view, first person, second person, third person, third person omniscient narrator,
					LFC: Prepositional phrases, descriptive verbs,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative in complete detailed sentences using well-structured event sequences and a clearly defined point of view in L1 and/or short, phrases with captions in English using well-structured event sequences and a clearly defined point of view with key content based vocabulary.	Write a narrative in complete detailed sentences using well-structured event sequences and a clearly defined point of view in L1 and/or a short, sentence-level narrative with captions in English using well-structured event sequences and a clearly defined point of view with key content based vocabulary.	Write a narrative in simple sentences with some errors that do not interfere with meaning, using well-structured event sequences and a clearly defined point of view with key content based grade level vocabulary.	Write a narrative in complete sentences of emerging complexity using well-structured event sequences and a clearly defined point of view with some content based grade level vocabulary.	Write a narrative in complete detailed sentences of varying length and complexity using well-structured event sequences and a clearly defined point of view with and content based grade level vocabulary.
Learning Supports	Timeline Writing diamond Word Wall Visuals storyboard Phrase captions Gestures L1 support	Timeline Writing diamond Visuals story board Sentence captions L1 support	Timeline Writing diamond Word Wall	Timeline Writing diamond	Timeline Writing diamond

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 CCSS: W.7.3c WIDA: 2 Writing	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.		Write a narrative that utilizes transition words, embedded phrases, and clauses that signal time and sequence changes <i>using a word wall</i> .		VU: Ordinal words: first of all, next, in addition, therefore, consequently
					LFC: Sentences with transitional words,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or write a narrative by sequencing pictures and labeling them with time-ordered transition words and completing cloze sentences.	Write a narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or write a narrative by completing sentence frames with time-ordered transition phrases and by matching dependent clauses to independent clauses.	Write a narrative by completing a structured template that utilizes transition words, sentence frames for embedded phrases, and clauses that signal time and sequence changes.	Write a narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete sentences of emerging complexity with some content based vocabulary.	Write a narrative using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete and detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Transitional phrase Word Wall Multiple reference sources Gestures Cloze sentences L1 support	Transitional phrase Word Wall Multiple reference sources Visuals Sentence Frames L1 support	Transitional phrase Word Wall Multiple reference sources	Transitional phrase Word Wall Multiple reference sources	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 CCSS: W.7.3e WIDA: 2 Writing	When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.		Write a conclusion that follows from and reflects on the experiences and events in a narrative story using <i>a graphic organizer (i.e., story map)</i> .		VU: conflict, resolution, conclusion
					LFC: word order, tense, and aspect
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a conclusion that follows and reflects on the events of a narrative in L1 and/or choose key content vocabulary to complete conclusion sentences with illustrations.	Write a conclusion that follows and reflects on the events of a narrative in L1 and/or choose short, sentence-level conclusions that follow and reflect on the events of a narrative.	Write a conclusion that follows and reflects on the events of a narrative using key content based grade level vocabulary in simple sentences which may include errors.	Write a conclusion that follows and reflects on the events in a narrative using complete sentences of emerging complexity with some content based grade level vocabulary.	Write a conclusion that follows and reflects on the events in a narrative using complete, detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Story Map (completed) Word Wall Visuals Cloze conclusion sentences L1 support	Story Map (partially completed) Word Wall Visuals Sentence Frames of conclusion sentences L1 support	Story Map (partially completed) Word Wall	Story Map	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 CCSSW.7.4 WIDA: 2 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<u>Write to</u> show clear and coherent writing appropriate to task, purpose, and audience <i>using graphic organizers and sentence frames</i> .		VU: task, audience, purpose, thesis statement
					LFC: tense and aspect, specific to text
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary words.	Write a composition appropriate to task, purpose and audience using appropriate register in L1 and/or complete a graphic organizer with short phrases and key content based vocabulary and complete sentence frames	Write a composition appropriate to task, purpose and audience using appropriate register using key content based grade level vocabulary in simple, related sentences which may include some errors.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete sentences of emerging complexity with some content based grade level vocabulary.	Write a coherent composition appropriate to task, purpose and audience using appropriate register in complete detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Writing Diamond (completed) Bilingual Dictionary Visuals Word Wall L1 support Cloze sentences	Writing Diamond (partially completed) Bilingual Dictionary Visuals Word Wall L1 support Sentence Frames	Writing Diamond (partially completed) Bilingual Dictionary Word Wall Sentence Frames	Writing Diamond	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 CCSS: W.7.5 WIDA: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.		<u>Write, plan, revise and edit</u> to develop, strengthen, and focus on the purpose of a narrative <i>using peer editing and conferencing with teacher and/or technology support</i> .		VU: Planning, brainstorming, editing, revising
					LFC: Subject-verb agreement, tense
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to by creating concept cards with pictures and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative using L1 and/or using teacher feedback and support throughout the writing process; beginning with the prewriting step to by matching phrases to pictures of people and tasks.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative written with key content based vocabulary in simple, related sentences, which may include errors.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative written in complete sentences of emerging complexity with content based vocabulary.	Write, plan, revise and edit to develop, strengthen, and focus on the purpose of a narrative written in complete detailed sentences of varying length and complexity with content based grade level vocabulary.
Learning Supports	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check) Word Wall Visuals storyboard L1 support	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word Wall Visuals storyboard L1 support	Partner Work Technology support (i.e., spell check, online thesaurus, grammar check). Template	Writing Outlines Partner Work	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 CCSS: W.7.5 WIDA: 2 Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed		Write, plan, revise and edit to develop, strengthen, and focus on the audience of a narrative <i>using peer editing and conferencing with teacher and/or technology support.</i>		VU: Audience, planning, revising, editing
					LFC: Active verbs, descriptive adjectives, direct address, adverbs of manner
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write, plan, revise and edit to focus the attention on the audience in a narrative using L1 and/or write to develop and strengthen written work that reflects proficiency level such as using visuals for all aspects of the writing process with teacher support.	Write, plan, revise and edit to focus the attention on the audience in a narrative using L1 and/or write to develop and strengthen written work that reflects proficiency level expectations, such as, simple phrases to complete sentence frames with key content based vocabulary.	Write, plan, revise and edit to focus the attention on the audience in a narrative using key content based vocabulary in simple, related sentences which may include errors. Write to develop and strengthen written work that reflects proficiency level expectations.	Write, plan, revise and edit to focus the attention on the audience in a narrative using complete sentences with emerging complexity with some content based grade level vocabulary.	Write, plan, revise and edit to focus the attention on the audience in a narrative using complete, detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check) Word Wall Visuals storyboard Cloze sentences L1 support	Teacher feedback Technology support (i.e., spell check, online thesaurus, grammar check). Word Wall Visuals storyboard Sentence Frames L1 support	Partner Work Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall	Writing Outlines Partner Work	Writing Outlines Partner Work

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 CCSS: W.7.6 WIDA: 2-5 Writing	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.		<u>Produce and publish</u> a collaborative writing piece and apply specific technology skills; link information and ideas; and cite sources <i>using Microsoft Office and other technology support (wikispaces, google doc, bibme.org).</i>		VU: Collaborate, revise, sources, cite
					LFC: Subject/verb agreement, syntax
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce and publish a collaborative piece of writing on a content area issue (science, social studies). Identify words related to technology. Fill out a template to cite sources. teacher support using bulleted phrases and images	Produce and publish a collaborative piece of writing frames for writing within power point slides. Utilize a power point template to publish picture based writing, on a content area issue (science, social studies) using sentence frames provided.	Produce and publish a collaborative piece of writing in a group on a content area issue (science, social studies) using paragraph templates and images for wikispaces and teacher support with bibme.org	Produce and publish a collaborative piece of writing in a group on a content area issue (science, social studies) approaching grade level expectation using a template for wikispaces and bibme.org	Produce and publish a collaborative piece of grade level writing on a content area issue (science, social studies) in a group using wikispaces and bibme.org
Learning Supports	Teacher support Partner Work Technology support (i.e., spell check, online thesaurus, grammar check). Word Wall Visuals Storyboard Cloze sentences L1 support	Teacher support Partner Work Technology support (i.e., spell check, online thesaurus, grammar check). Word Wall Visuals Storyboard Sentence Frames L1 support	Publishing checklist Teacher support Partner Work Triads or Small Groups Technology support (i.e., spell check, online thesaurus, grammar check). Template Word Wall	Publishing checklist Partner Work Triads or Small Groups	Triads or Small Groups

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 CCSS: W.7.9a WIDA: 2 Writing	Draw evidence from literary texts to support analysis and reflection. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history”).		<u>Compare and contrast</u> a work of historical fiction with primary historical documents to analyze alternative portrayals and versions of history <i>using graphic organizers</i> .		VU: Artifacts, point of view
					LFC: Correlative conjunctions, transition words
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast historical fiction and primary documents from L1 texts and/or in appropriately leveled texts in English with single words and pictures.	Compare and contrast historical fiction and primary documents from L1 texts and/or in appropriately leveled texts in English with phrases and pictures.	Compare and contrast adapted historical fiction and primary documents in a structured paragraph using key content based vocabulary in simple related sentences.	Compare and contrast historical fiction and primary documents using complete sentences of emerging complexity with some content based grade level vocabulary.	Compare and contrast historical fiction and primary documents by writing an essay using grade level texts. Use detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Word Wall Technology support (i.e., spell check, online thesaurus, grammar check). Visuals Gestures Cloze sentences L1 support	Graphic Organizer (Venn Diagram) Word Wall Technology support (i.e., spell check, online thesaurus, grammar check). Visuals Sentence Frames L1 support	Essay Template Word Wall Technology support (i.e., spell check, online thesaurus, grammar check).	Essay template	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 CCSS: W.7.10 WIDA: 2 Writing	Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences		<u>Write narratives</u> of varying length, writing styles and topics using do-nows, open-ended responses, daily journal writing, and responses to literature to create a portfolio of work throughout the year <i>using a word wall</i> .		VU: Personal narrative, journal, reflect
					LFC: Tenses and aspects
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures; dictated pieces created with teacher support based on proficiency level expectations for quality and quantity of work.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or based on proficiency level expectations for quality and quantity of work and self-improvement from feedback; such as extending sentence starters with original ideas.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience based on proficiency level expectations for quality and quantity of work and self-improvement from feedback. Use simple related sentences and key content based vocabulary.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level that approaches grade level expectations for quality of work and self-improvement from feedback.	Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level that meets grade level expectations for quality of work and self-improvement from feedback.
Learning Supports	Word Bank Word Wall Visuals Cloze sentences L1 support	Word Bank Word Wall Visuals Sentence Starters L1 support	Templates Word Wall Word Bank		

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 CCSS: SL.7.1 WIDA: 2 Reading Speaking Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<u>Discuss and respond</u> to a range of questions and topics <i>in pairs and small groups</i> .		VU: Turn-taking, expressing opinion, clarification
					LFC: subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss and respond in a variety of teacher led discussions in L1 and/or using a graphic organizer for support and organization and pre-taught words or phrases. Answer select Yes/No questions.	Discuss and respond in a variety of teacher led discussions, using L1 and/or simple sentences and a graphic organizer for support.	Discuss and respond in a variety of collaborative discussions in pairs, using key content based vocabulary in simple sentences which may include errors but do not impede meaning.	Discuss and respond in a variety of collaborative discussion settings, using complete sentences with some content based vocabulary.	Discuss and respond in a variety of collaborative discussion settings, using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Graphic Organizer Word Wall Visuals Sentence Frames Partner Work Triads or Small Groups L1 support Choice questions Bilingual Dictionary	Graphic Organizer Word Wall Visuals Sentence Frames Partner Work Triads or Small Groups L1 support Wh- questions Bilingual Dictionary	Graphic Organizer Triads or Small Groups Word Wall Bilingual Dictionary	Graphic Organizer	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 CCSS: SL.7.1a WIDA: 2 Reading Speaking Listening	Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<u>Speak and listen to share ideas</u> gained from independent reading and research <i>using realia, images, and post-it notes.</i>		VU: Evidence, explicit, facts, support ideas
					LFC: Subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or using visuals and appropriately leveled text to answer single word response or yes/no questions.	Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or appropriately leveled text using phrases in sentence frames and teacher modeled techniques.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using complete, detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Cornell notes (completed) Teacher modeled techniques Triads or Small Groups Word Wall Visuals Manipulatives Post-it notes Gestures L1 support	Cornell notes (completed) Teacher modeled techniques Triads or Small Groups Visuals Sentence Frames L1 support Manipulatives Post-it notes	Cornell note-taking Word Wall Triads or Small Groups Post-it notes	Cornell note-taking Triads or Small Groups	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 25 CCSS: SL.7.1b. WIDA: 2 Reading Speaking	When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<u>Speak and listen to participate</u> with peers in a variety of collaborative discussions <i>using a speaking rubric with a checklist for appropriate ways to participate in a discussion type.</i> <i>Note: Nonverbal cultural cues may be different for ELLs (i.e., eye contact, proximity, turn-taking). A discussion/comparison of these differences would benefit ELLS and their English speaking peers</i>		VU: Turn-taking, specific language
					LFC: Conventions, language, fluency
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or use single words to complete cloze sentences or answer yes/no questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes in L1 and/or using phrases to complete sentence frames and answer WH- questions.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes for grade level discussion using simple related sentences with key content based vocabulary.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using complete sentences with emerging complexity and some content based vocabulary.	Speak and listen to participate with peers in a variety of collaborative discussions to set rules and processes using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Reference sheet of specific rules Speaking rubric Word Wall Bilingual Dictionary Gestures Sentence Frames L1 support	Reference sheet of specific rules Speaking rubric Word Wall Bilingual Dictionary Visuals Sentence Frames L1 support	Reference sheet of specific rules Speaking rubric Word Wall Bilingual Dictionary	Reference sheet of specific rules Speaking rubric	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 26 CCSS: SL.7.1c. WIDA: 2 Speaking Listening	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		<u>Formulate questions that</u> elicit elaboration and <u>respond</u> to others' questions and comments and refocus the discussion <i>using a bank of question stems.</i>		VU: Elaborate, relevant, classify, dispute, justify
					LFC: Yes-No and open-ended questions, WH-questions, and question formation
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Formulate questions to elicit elaboration and respond to others' questions by using L1, matching pictures, gestures, and single words.	Formulate questions to elicit elaboration and respond to others' questions by using L1, short simple sentence frames, a bank of question stems, and phrases.	Formulate questions to elicit elaboration and respond to others' questions by using simple sentences and questions, rephrasing, and tag questions.	Formulate questions to elicit elaboration and respond to others' questions at grade level using complete sentences of emerging complexity with some content based vocabulary.	Formulate questions to elicit elaboration and respond to others' questions at grade level using detailed sentences of varying lengths and complexity with content based vocabulary.
Learning Supports	Strategies to participate in academic discussions Question stem bank Outlines Bilingual Dictionary Word Wall Gestures Sentence Frames L1 support	Strategies to participate in academic discussions Question stem bank Outlines Bilingual Dictionary Word Wall Visuals Sentence Frames L1 support	Strategies to participate in academic discussions Outlines Bilingual Dictionary Word Wall	Strategies to participate in academic discussions Outlines	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 27 CCSS: SL.71d. WIDA: Speaking Listening	When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.		<u>Discuss collaboratively and</u> elaborate or comment on ideas and opinions expressed by others and acknowledge differences and modify own ideas <i>using sentence starters</i> .		VU: Collaborate, modify, acknowledge,
					LFC: Subject-verb agreement,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Discuss collaboratively and elaborate or comment on ideas and opinions expressed by others and acknowledge differences and modify own ideas by using L1, and/or pictures, gestures, and key single words.	Discuss collaboratively and elaborate or comment on ideas and opinions expressed by others and acknowledge differences and modify own ideas by using L1, and/or short phrases to complete sentence frames.	Discuss collaboratively and elaborate or comment on ideas and opinions expressed by others and acknowledge differences and modify own ideas by using sentence starters, simple sentences, and simplified speech and key content based grade level vocabulary.	Discuss collaboratively and elaborate or comment on ideas and opinions expressed by others and acknowledge differences and modify own ideas using complete sentences of emerging complexity with some content based grade level vocabulary	Discuss collaboratively and elaborate or comment on ideas and opinions expressed by others and acknowledge differences and modify own ideas using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Checklist Speaking protocol (memorized expressions) Word Wall Bilingual Dictionary Gestures Cloze Sentence L1 support	Checklist Speaking protocol (repetitive phrases) Word Wall Bilingual Dictionary Visuals Sentence Frames L1 support	Checklist Speaking protocol Word Wall Bilingual Dictionary	Checklist Speaking protocol	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 28 CCSS: SL.7.231. WIDA: 2 Reading Speaking Listening	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.		<u>Analyze</u> the main ideas and supporting details and to explain how the ideas clarify a topic <i>using sentence starters</i> .		VU: Main idea, details, facts, examples, clarification
					LFC: Noun phrases, verb phrases, subject-verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Analyze the main ideas and supporting details and to explain how the ideas clarify a topic in L1 and/or in a teacher led discussion using single words or answering yes/no questions.	Analyze the main ideas and supporting details and to explain how the ideas clarify a topic in L1 and/or in a teacher led discussion using phrases to complete sentence frames to answer questions.	Analyze the main ideas and supporting details and to explain how the ideas clarify a topic using simple related sentences with key content based vocabulary.	Analyze the main ideas and supporting details and to explain how the ideas clarify a topic using complete sentences with emerging complexity and some content based vocabulary.	Analyze the main ideas and supporting details and to explain how the ideas clarify a topic using complete, detailed sentences of varying length and type with content based vocabulary.
Learning Supports	Sentence Starters Checklist Video Clips/Films Native Language Discussion Word Wall Bilingual Dictionary Gestures Cloze Sentence L1 support	Sentence Starters Checklist Video Clips/Films Native Language Discussion Word Wall Bilingual Dictionary Visuals Sentence Frames L1 support	Checklist Video Clips/Films Word Wall Bilingual Dictionary Triads or Small Groups	Checklist Video Clips/Films Triads or Small Groups	Checklist Video Clips/Films Triads or Small Groups

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 29 CCSS: SL.7.6; L.7.3 WIDA: 2 Reading Speaking Listening Writing	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening <i>according to English language proficiency level with appropriate supports.</i>		VU: Context, paragraphs, concise, coherent, precise
					LFC: tense and aspect, subject-verb agreement,
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	SEE WIDA	PERFORMANCE	DEFINITIONS AND	CAN DO	DESCRIPTORS
Learning Supports	Reference materials (print and digital, bilingual and English) Word Wall L1 support Cloze sentences Gestures Pictures/Photographs	Reference materials (print and digital, bilingual and English) Word Wall L1 support Sentence Frames Pictures/Photographs	Reference materials (print and digital, bilingual and English) Word Wall Template	Reference materials (print and digital)	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 30 CCSS: L.7.1a. WIDA: 2 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.		Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing <i>using sentence stems and graphic organizers</i> .		VU: Phrases, dependent, independent, modify, clauses
					LFC: Variety of sentences with clauses
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Explain the function of phrases and clauses in general; and their function in specific sentences, orally and in writing in L1 and/or identify high frequency phrases and complete cloze sentences.	Explain the function of phrases and clauses in general; and their function in specific sentences, orally and in writing In L1 and/or identify common phrases and clauses to complete sentence frames.	Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing using key content based vocabulary in simple, related sentences which may include errors.	Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing using complete sentences of emerging complexity with some content based grade level vocabulary.	Explain the function of phrases and clauses in general; and their function in specific sentences orally and in writing using detailed sentences of varying lengths and complexity with content based grade level vocabulary.
Learning Supports	Word Wall Reference sheet Gestures Cloze sentences L1 support	Word Wall Reference sheet Visuals Sentence Frames L1 support	Word Wall Reference sheet		

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ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 31 CCSS: L.7.1b. WIDA: 2 Writing	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		<u>Express ideas</u> using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas <i>using sentence frames and graphic organizers.</i>		VU: Simple, compound, complex, compound-complex,
					LFC: Sentences with coordinating conjunctions
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple phrase in English to signal differing relationships among ideas.	Express ideas using simple, compound, complex, and compound-complex sentences in L1 and simple sentences in English to signal differing relationships among ideas.	Express ideas using simple and compound sentences to signal differing relationships among ideas using key content based grade level vocabulary.	Express ideas using simple, compound, and complex sentences to signal differing relationships among ideas using some content based, grade level vocabulary.	Express ideas using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas using content based grade level vocabulary.
Learning Supports	Sentence Frames Pictures/Photographs Gestures Word Bank L1 support	Sentence Frames Word Bank Sentence tree L1 support	Word Bank Sentence tree	Sentence tree	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

ELA - Grade 7 - Unit 1 - ELL Scaffold

	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 32 CCSS: L.7.2a. WIDA: 2 Writing	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).		<u>Write</u> to demonstrate the command of the proper capitalization and punctuation conventions of standard English capitalization and punctuation <i>using a reference sheet of the correct usage</i> . <i>Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.</i>		VU: Commas, semi-colons, colons
					LFC: Sentences with coordinate adjectives
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences.	Write using the proper capitalization and punctuation conventions of standard English with key content based grade 6-7 level vocabulary and simple sentence structure.	Write using the proper capitalization and punctuation conventions of standard English with content based grade 6-7 level vocabulary and language structures.	Write using the proper capitalization and punctuation conventions of standard English with content based grade level vocabulary and language structures.
Learning Supports	Reference materials (print and digital, bilingual and digital) Teacher created mechanics chart Teacher created checklist L1 support	Reference materials (print and digital, bilingual and digital) Teacher created mechanics chart Teacher created checklist L1 support	Reference materials (print and digital, bilingual and digital) Teacher created mechanics chart Teacher created checklist	Reference materials (print and digital) Teacher created mechanics chart Teacher created checklist	Reference materials (print and digital)

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 33 CCSS: L.7.2b. WIDA: 2 Writing	Demonstrate command of the conventions of standard English to spell correctly.		<u>Write</u> to demonstrate command of standard English spelling in all content areas <i>using reference materials. (i.e. word bank, reference sheet, bilingual and English dictionary)</i>		VU: Consonant, vowel, syllabication
					LFC: Spelling rules and patterns
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to demonstrate command of English spelling conventions for high frequency words.	Write to demonstrate command of English spelling conventions for key grade 6-7 reading and content vocabulary and high frequency words.	Write to demonstrate command of English spelling conventions for key grade 6-7 reading and content vocabulary.	Write to demonstrate command of English spelling conventions for grade 6-7 reading and content vocabulary.	Write to demonstrate command of English spelling conventions for reading and content grade level vocabulary.
Learning Supports	Reference materials (print and digital; bilingual and English) Reference sheet with spelling patterns Word Wall Word Bank Picture dictionary Bilingual Dictionary L1 support	Reference materials (print and digital; bilingual and English) Reference sheet with spelling patterns Word Wall Word Bank Picture dictionary Bilingual Dictionary L1 support	Reference materials (print and digital; bilingual and English) Word bank Reference sheet with spelling patterns	Reference materials (print and digital) Reference sheet with spelling patterns	Reference materials (print and digital)

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 34 CCSS: L.7.4a. WIDA: 2 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		<u>Identify and define</u> unknown and multiple meaning words and phrases through context clues <i>using a checklist</i> .		VU: Synonyms, antonyms, multiple meaning
					LFC: Sentences and paragraphs with context clues
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define unknown and multiple-meaning words and phrases within appropriately leveled reading and content by matching teacher selected words and basic meanings.	Identify and define unknown and multiple-meaning words and phrases within appropriately leveled reading and content by matching common and key content based words and phrases to definitions.	Identify and define unknown and multiple-meaning words and phrases within the context of adapted grade 6-7 texts by using sentence and paragraph level context clues, reading and vocabulary strategies.	Identify and define unknown and multiple-meaning words and phrases within the context of texts in the 6-7 text level band by applying sentence and paragraph level context clues, and reading and vocabulary strategies.	Identify and define unknown and multiple-meaning words and phrases within the context of grade 7 texts by using sentence and paragraph level context clues, reading and vocabulary strategies.
Learning Supports	Technology Bilingual Dictionary Checklist Adapted Text Pictures/Photographs Gestures L1 support Cognates	Technology Bilingual Dictionary Checklist Adapted Text Pictures/Photographs L1 support Cognates	Technology Bilingual Dictionary Checklist	Technology Bilingual Dictionary Checklist	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 35 CCSS: L.7.4.b. WIDA: 2 Speaking Writing	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		Identify and/or clarify the meaning of unknown and multiple meaning words and phrases through Greek or Latin affixes and roots <i>using cognates and reference material</i> .		VU: Prefixes, suffixes, root words, etymology
					LFC: Definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. Match content-related pictures to words.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 7 reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6-7 reading and content; using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning.	Identify and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, using Greek or Latin affixes and roots as clues to the meaning.
Learning Supports	Roots and affixes Poster Cognates Word Wall Adapted Text Pictures/Photographs L1 support	Roots and affixes Poster Cognates Word Wall Adapted Text Pictures/Photographs L1 support	Roots and affixes Poster Cognates Word Wall	Roots and affixes Poster Cognates	Roots and affixes Poster

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 36 CCSS: L.7.4c.d WIDA: 2 Reading Speaking	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase		<u>Identify and define and practice</u> the meaning, pronunciation, and part of speech of unknown and multiple-meaning words <i>using specialized reference material (e.g. dictionaries, glossaries, thesauruses and online support).</i>		VU: Glossary, thesaurus, digital print, on line support
					LFC: Definition genre
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and define the meaning of unknown and multiple-meaning teacher selected words and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words.	Identify and define the meaning of unknown and multiple-meaning teacher selected words, phrases, and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of key content based words in context from adapted grade level text.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of words in context from grades 6-7 text.	Identify and define the meaning of unknown and multiple-meaning words and phrases and parts of speech using a variety of reference materials and computer software. Listen to and practice the pronunciation of words in context from grade level text.
Learning Supports	Technology to listen to pronunciation and record self Word Wall Reference materials (print, digital, bilingual, English, Glossary , thesaurus) Adapted Text	Technology to listen to pronunciation and record self Word Wall Reference materials (print, digital, bilingual, English, Glossary , thesaurus) Adapted Text	Technology to listen to pronunciation and record self Word Wall Reference materials (print, digital, bilingual, English, Glossary , thesaurus)	Technology to listen to pronunciation and record self Reference materials (print, digital, bilingual, English, Glossary , thesaurus)	Reference materials (print, digital, bilingual, English, Glossary , thesaurus)

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 37 CCSS: L.7.6 WIDA: 2 Speaking Writing Reading Listening	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression		<u>Acquire</u> the appropriate academic and domain- specific words and phrases for comprehension through reading and listening. Accurately <u>use</u> academic and domain- specific words and phrases through speaking and writing <i>using specialized reference material</i> .		VU: academic content
					LFC: Subject verb agreement
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1; and/or single key content based vocabulary words, by matching words and pictures or completing cloze sentences.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases of key content based vocabulary by matching phrases with pictures or completing sentence frames.	Acquire and accurately use general academic and domain-specific words and phrases from adapted text. Use simple sentences which may include errors that do not interfere with meaning.	Acquire and accurately use general academic and domain-specific words and phrases from grade 6-7 text level band. Use complete sentences with emerging complexity.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity.
Learning Supports	Reference materials (print, digital, bilingual, English, Glossary , thesaurus) Word Wall L1 support Cloze sentences Pictures/Photographs	Reference materials (print, digital, bilingual, English, Glossary , thesaurus) Word Wall L1 support Sentence Frames Pictures/Photographs	Reference materials (print, digital, bilingual, English, Glossary , thesaurus) Word Wall	Reference materials (print, digital, bilingual, English, Glossary , thesaurus)	

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.